

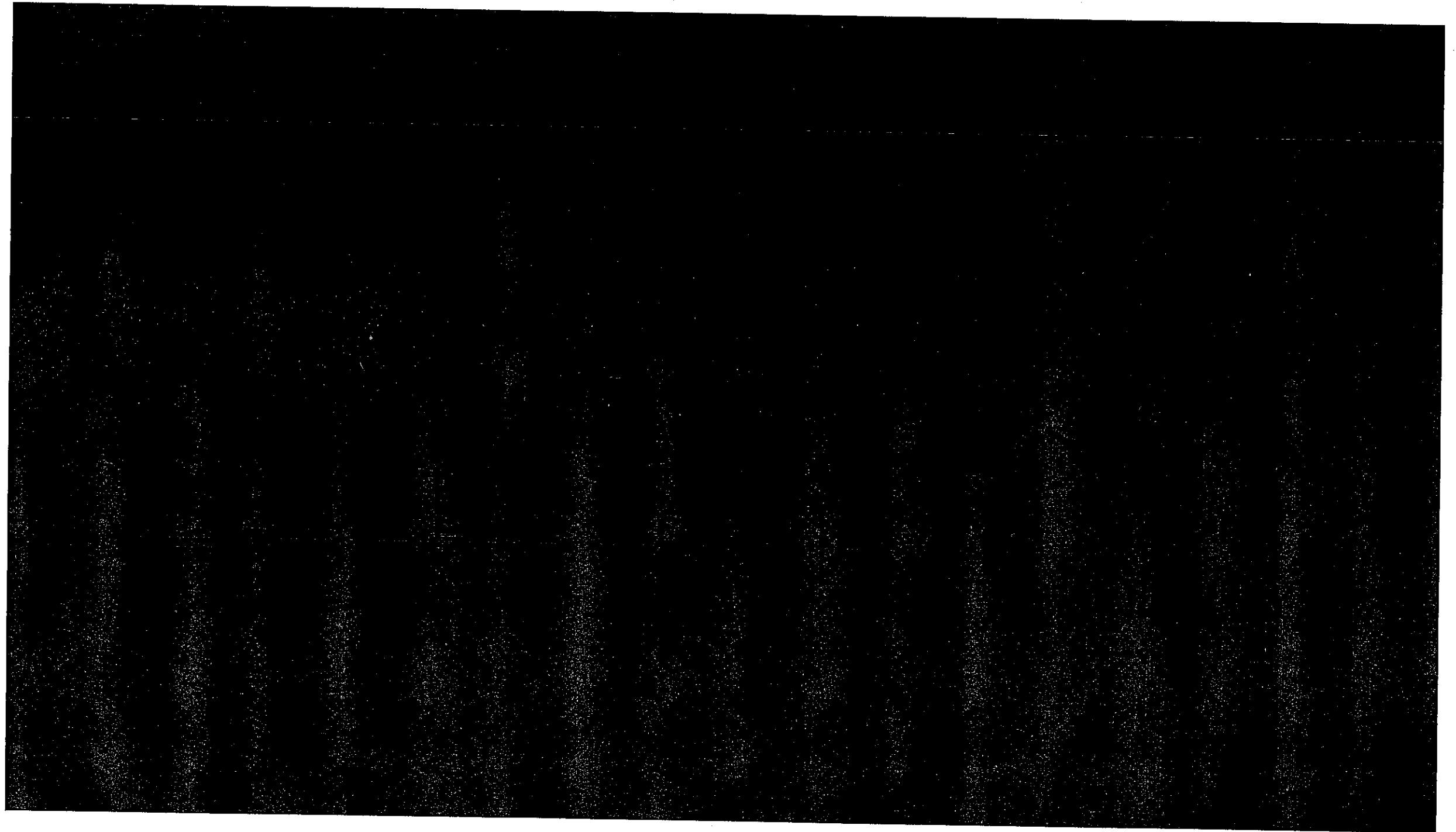
ALL In... Planning Instruction for ALL Learners

10-22-15
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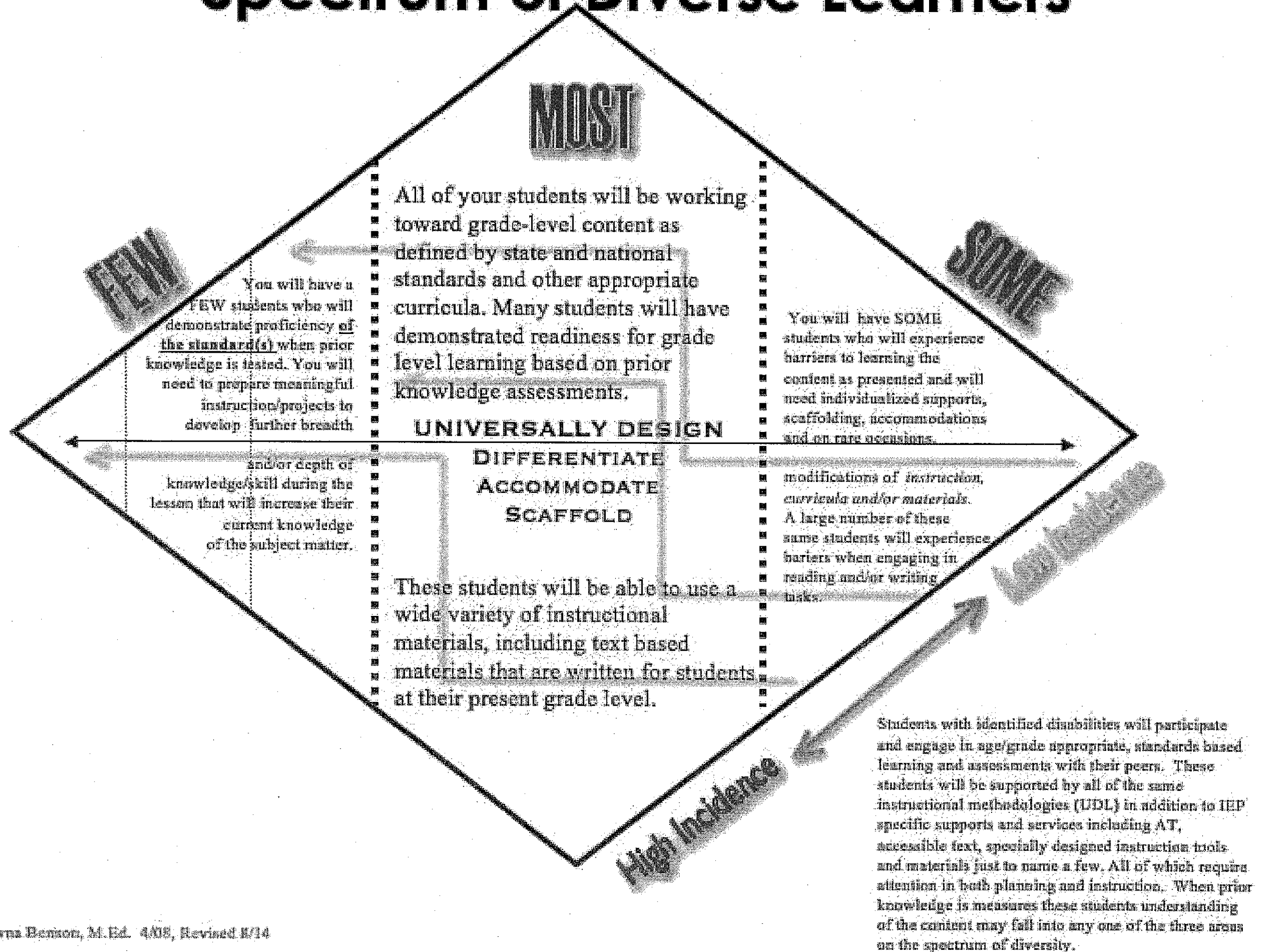


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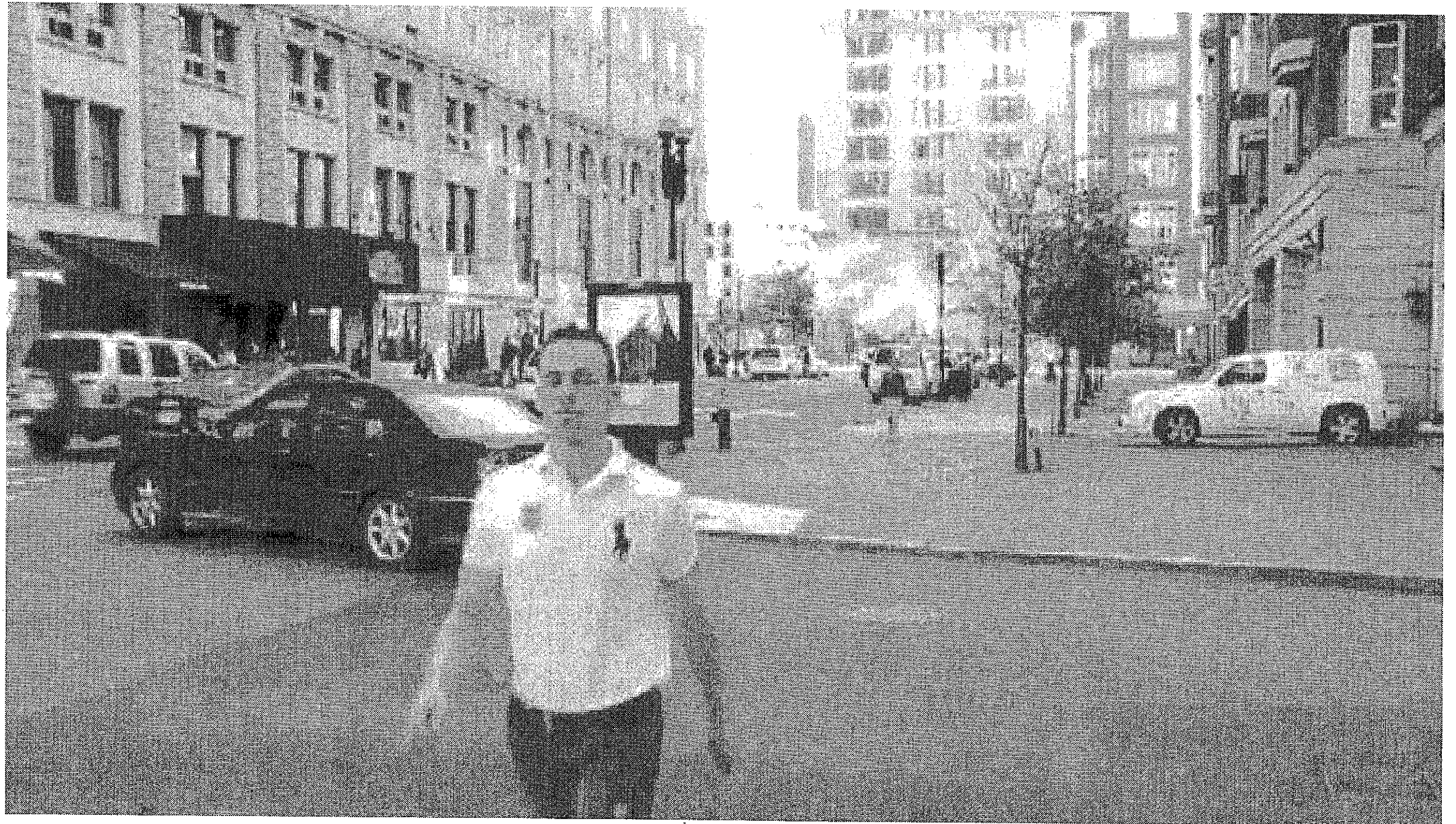
How do we ensure that “Everyone’s In”?



Spectrum of Diverse Learners



Word on the street...



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Sometimes the only *barrier*
between a student and
learning is the instructional
strategy, materials and/or
tools WE have chosen.

Co-planning before Co-teaching...

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Planning for Instruction

Collaborative Planning and Universal Design for Learning

Level 1 – Planning for Units of Study

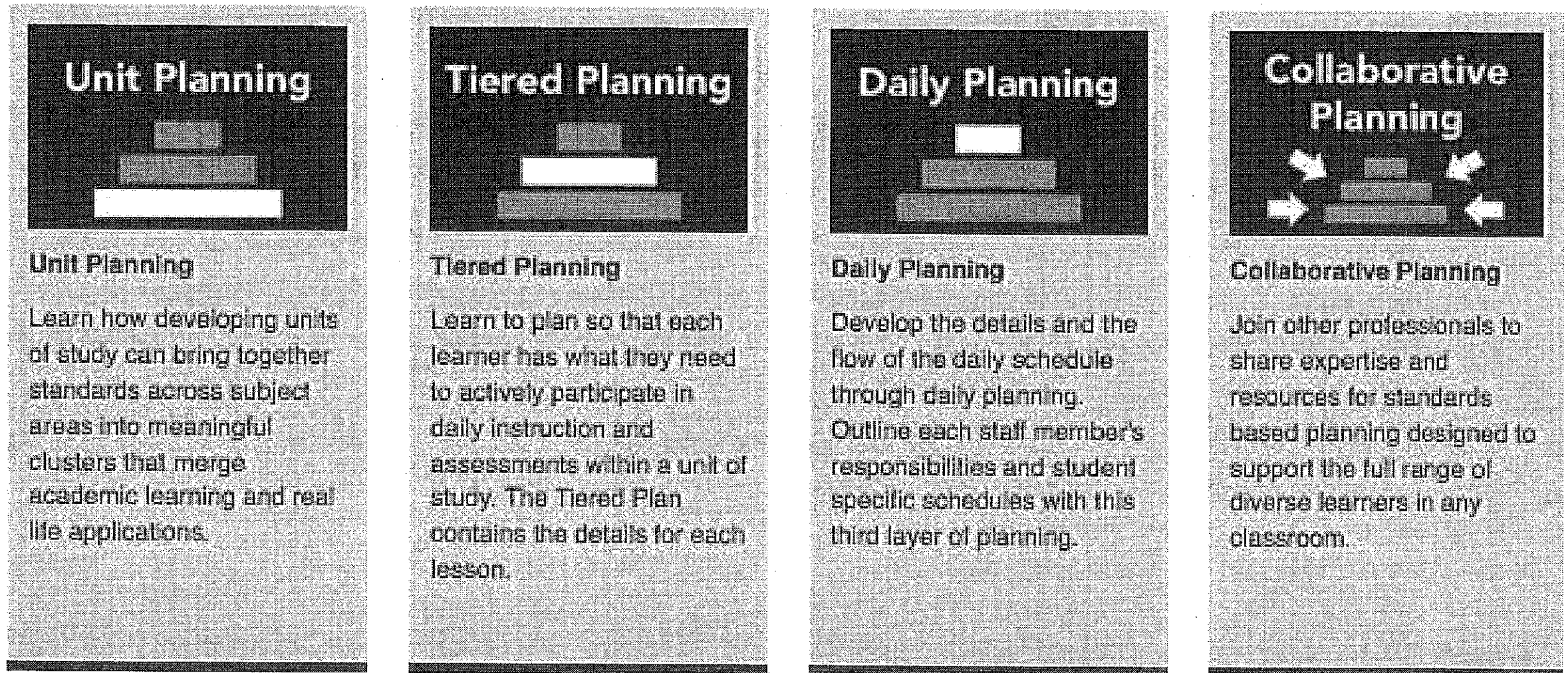
Level 2 – Tiered Planning for each Lesson

Level 3 – Planning the Daily Schedule

Layers of Planning

we've got a template for that

[illegible]

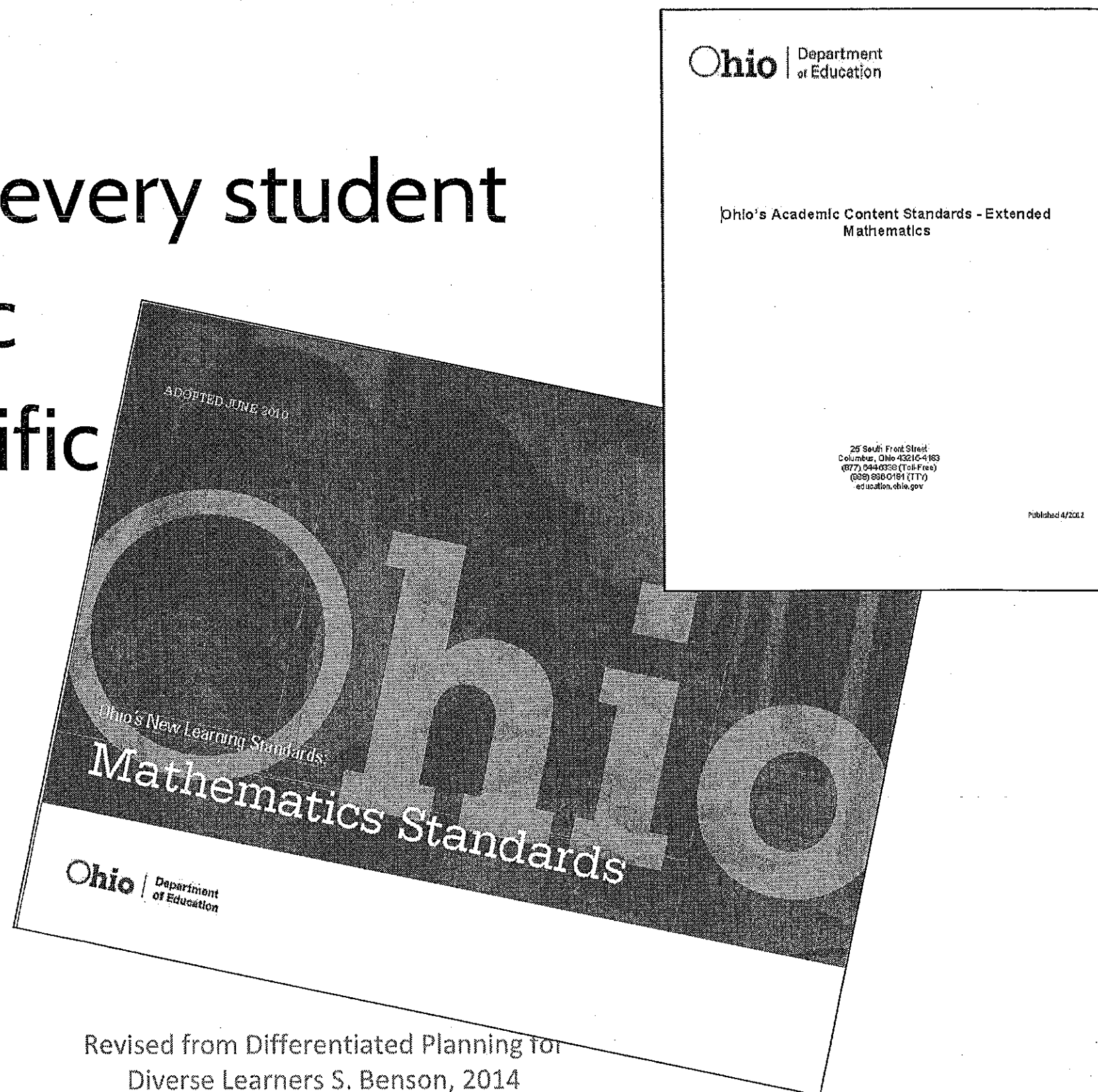


http://www.ocali.org/project/TDL_planning

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Standards-Based Planning

- Common for every student
- Grade specific
- Content specific



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Selecting Standards

(OLS and OLS-E)

Geography (GEO)		Grades 6 - 8	
Ohio Social Studies Standards			
Grade 6 Theme:	Grade 7 Theme:	Grade 8 Theme:	
Regions and People of the Eastern Hemisphere	World Studies from Ancient Greece to the Middle Ages	U.S. Studies from 1492 – 1877: Exploration and Settlement	
Spatial Thinking and Skills	Spatial Thinking	Geography (GEO) Extended Standards	
<ul style="list-style-type: none">Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.Latitude and longitude can be used to identify absolute location.	<ul style="list-style-type: none">Maps and globes represent development over time. Geographers use maps and globes to identify and describe places and regions.Trade routes and ancient civilizations are shown on maps.Impacts of trade and ancient civilizations are shown on maps.	<div>Grades 6 - 8</div> <div>Essence of the Standards:</div> <div>Spatial Thinking and Skills</div> <div>Maps and globes are used to identify a wide range of human and natural geographic features.</div> <div>Places and Regions</div> <div>Places and regions can be described (temperature, languages spoken, climate, physical environment - mountains, plains, natural resources, products, income, industry versus agricultural).</div> <div>Human Systems</div> <div>Where you live influences how you live (cold climates have fewer people; living on or near water may influence shipping and transportation).</div> <div>Geographic factors influence how you live (surrounded by mountains may make travel difficult).</div> <div>Factors may cause people to leave one area for another (lack of jobs, war, famine, discrimination).</div> <div>Movement of people influences change (cultural, transportation, technology, communication).</div> <div>Movement and expansion has had positive and negative consequences.</div> <div>← Most Complex</div> <div>Least Complex →</div>	
Places and Regions		Spatial Thinking and Skills	
<ul style="list-style-type: none">Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural or economic).		<div>GEO.68.1a Use appropriate maps, globes and other geographic resources (e.g., Internet) to locate various sites or places.</div> <div>GEO.68.2a Recognize that maps can change over time based on political, social and physical events.</div> <div>GEO.68.3a Identify the absolute location (latitude and longitude) of major places and features on a globe (e.g., charting locations on a grid).</div> <div>GEO.68.4a Draw/trace an alternate route and identify if it is shorter or longer.</div> <div>GEO.68.1b Use the appropriate map to locate various places or information.</div> <div>GEO.68.2b Recognize that maps of the same location can look different depending on the purpose.</div> <div>GEO.68.3b Locate the major features and landforms on a globe in relation to the equator and prime meridian.</div> <div>GEO.68.4b Draw/trace the route between two given locations on a map.</div> <div>GEO.68.1c Identify a specific map for a specific purpose (e.g., weather, location, store locations, bus line).</div> <div>GEO.68.2c Identify a specific map for a specific purpose (e.g., weather, location, store locations).</div> <div>GEO.68.3c Locate the equator on a globe.</div> <div>GEO.68.4c Locate on a map the route between two locations.</div>	
Human Systems			
<ul style="list-style-type: none">Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.Political, environmental, social and economic factors have caused people.			

S. Benson, OCALICON 11/14

Establishing Expanded Learning Targets


- Standards-based education compares students against standards rather than students against students
- Learning targets are achievement targets on the path toward mastery
- Assessments should encompass both

Unpacking the Standards

- Identify the standard
- Identify the noun(s) in the standard – What students will learn
- Identify the verb(s) in the standard – How students will demonstrate learning
- Identify the context – if provided (could be flexible)

Learning Progressions

Unpacking the Standards

Sample assessment checklist using continued task analysis							
Grade Level Standard	Most complex  Least Complex			Task Analysis of Standard			
PS.8.3 There are two categories of energy: kinetic and potential	PS.8.3a Compare potential energy with kinetic energy	PS.8.3b Recognize that the kinetic energy of an object changes based on its speed	PS.8.3c Identify kinetic energy in a model.	match (pictures or objects) of a car and a ramp, person on a sled in the snow, windmill, etc. showing movement with the word energy (kinetic)	experiment with an object making it move in some way (with switches or human power)	engage with images showing movement (kinetic energy) (ex. car or picture of family vehicle traveling or themselves traveling in their w/c)	engage and participate in learning about energy by moving part of the body – talk to student about how that is kinetic energy as they move – when they are still encourage them to move to activate a switch or engage with materials – that they have the

Planning That Includes ALL Students

(Regardless of LRE)

Include full standard statements or abbreviations below - Highlight, bold, underline or italicize if only part of the standard is targeted (remember you must include the full range of extended standards-do not pick and choose)						
Grade Level Standard	ONLS-E Most Complex		ONLS-E Mid Complex		ONLS-E Least Complex	
Grade Level: Standard (Subject): Strand/Domain: Standard/Content Statement #:						
Task Analysis/Learning Progressions/Unpacking the Standard						
Steps to the Lesson: <u>UDL</u> (instruction that the whole group receives)						
1.						
The items below can be students specific or level specific	Least Support		(you can also add student initials or I.d. #'s here) Conditions for Success		Most Support	
Pre/Post-Assessment <input type="checkbox"/> Work sample-with ✓ list, rubric or notes <input type="checkbox"/> Captioned photo(s) <input type="checkbox"/> Video tape – with data sheet <input type="checkbox"/> Audio recording – with data sheet <input type="checkbox"/> Test/Quiz <input type="checkbox"/> ✓ list <input type="checkbox"/> Rubric <input type="checkbox"/> Other						
Differentiated Materials/ Technology (AT)						
IEP Goals [use students first name or initials]						

Standards-Based Progress Monitoring

Social Studies - Economics

Production and Consumption

ECON 3.3	A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.	
ECON.35.3a	Explain decisions producers and consumers must make (e.g., how much to produce, how to price goods, how much a consumer can spend).	
ECON.35.3b	Identify traits of producers and consumers (e.g., producers make goods/provide services, consumers buy goods).	▲
ECON.35.3c	Identify examples of producers and consumers (e.g., farmer, shopper).	
	Sort pictures of consumers and producers	
	Wear the producer sign when growing a garden	
	Pick out a snack from the "SNACK shack" and put on the consumer button	▲

Key

▲	This indicates where the student started out before the unit began based on pre-assessments
▲	This indicates where the student scored at the end of the unit based on post-assessments
○	This symbol represents a no-response/ from the child un able to test
	The highlighted area is the projected growth target for this standard

Standards focused TBT data

TBT Protocol

Date: January 8, 2013			Team/School: 7-8 Grade Language Arts		
Facilitator: Ms. B			Time Keeper: Ms. B		
Recorder: Ms. J			Process Monitor: Mr. P		
Participants: Ms. B, Ms. B, Ms. J, Mr. P					
Ground Rules					
* Everyone has a voice					

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Methods and materials designed for some learners may support ALL...

Think about the
Accessibility Features on the New State Tests

- Universal Tools
- Design Features
- Accommodations



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If we first “universally design” through co-planning to meet the needs of ALL learners, it is less likely for learners to need additional accommodation.

UDL/DI/AT



Universal Design for Learning



Differentiated Instruction













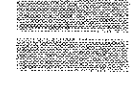








Assistive
Technology

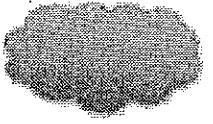
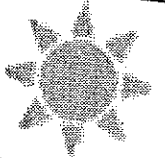
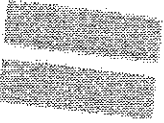


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UDL/DI

Include full standard statements or abbreviations below - Highlight, bold, underline or italicize if only part of the standard is targeted (remember you must include the full range of extended standards-do not pick and choose)

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Grade Level: Standard (Subject): Strand/Domain: Standard/Content Statement #:			
Task Analysis/Learning Progressions/Unpacking the Standard			
Steps to the Lesson: <u>UDL</u> (instruction that the whole group receives)			
1.			
<div style="text-align: center;">  </div>			
The items below can be students specific or level specific	Least Support ← (you can also add student initials or i.d. #'s here) Conditions for Success → Most Support		
Pre/Post-Assessment <input type="checkbox"/> Work sample-with v list, rubric or notes <input type="checkbox"/> Captioned photo(s) <input type="checkbox"/> Video tape - with data sheet <input type="checkbox"/> Audio recording - with data sheet <input type="checkbox"/> Test/Quiz <input type="checkbox"/> v list <input type="checkbox"/> Rubric <input type="checkbox"/> Other	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">    </div> <div style="border: 1px solid black; padding: 5px;">    </div> <div style="border: 1px solid black; padding: 5px;">    </div> </div>		
Differentiated Materials/Technology (AT)	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">   </div> <div style="border: 1px solid black; padding: 5px;">   </div> <div style="border: 1px solid black; padding: 5px;">   </div> </div>		
Student Specific Supports and Services/Assistive Technology (Can come from the IEP, RIMP, WEP, ELL, 504 Plan, etc.)	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">  </div> <div style="border: 1px solid black; padding: 5px;">  </div> <div style="border: 1px solid black; padding: 5px;">  </div> </div>		
Other			

KEY	
UDL	
DI	
Student Specific - AT/IEP/RIMP/WEP	

Please feel free to contact me:



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Center at OCALI

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